

ABSTRACT

Arif Candra Irawan. K2209010. **A Correlational Study between Self-Efficacy, Word Meaning Mastery and Speaking Skill of the Second Grade Students of SMK Negeri 1 Sumber in the Academic Year of 2014/2015.** Thesis, Teacher Training and Education Faculty Sebelas Maret University Surakarta. June 2016.

This thesis is aimed to find out the correlation between (1) students' self-efficacy and speaking skill; (2) students' word meaning mastery and speaking skill; (3) students' self-efficacy and word meaning mastery toward speaking skill.

The method that is used in this study is correlational study. The study was conducted in December 2015 at SMK Negeri 1 Sumber. The population of this study is all the second grade students of SMK Negeri 1 Sumber in the Academic Year of 2014/2015 which consists of two classes. The total of the population is 62 students. By using simple random sampling technique, the writer takes class XI.TKJ A as the sample which consists of 32 students. The instruments to collect the data are in the form of questionnaire and test. The questionnaire is used to collect the data of students' Self-efficacy while the test is used to collect the data of word meaning mastery and speaking skill. The techniques which are used in analyzing the data are Simple Correlation and Multiple Regression Correlation.

The result of the study shows that in the level of significance $\alpha = 0.05$ it is found that (1) there is a positive correlation between Self-efficacy and speaking skill ($r_{x1y} = 0.671$, $t_o = 4.959 > t_t = 1.694$); (2) there is positive correlation between word meaning mastery and speaking skill ($r_{x2y} = 0.642$, $t_o = 5.979 > t_t = 1.694$), and (3) there is a positive correlation between Self-efficacy and word meaning mastery simultaneously and speaking skill ($R_{y12} = 0.728$ and $F_o = 16.352 > F_t = 3.328$). From the results of the study it is also known that self-efficacy and word meaning mastery are important factors that give contribution to speaking skill. The students' self-efficacy gives 45 % contribution to the students' speaking skill, and the students' word meaning mastery has 41.2 % contribution to the students' speaking skill. While simultaneously the students' self-efficacy and word meaning mastery give 52.98 % contribution to the students' speaking skill. It means the increasing of students' self-efficacy and word meaning mastery, either separately or simultaneously will be followed by the increasing of the students' speaking skill.

From the result of the study, it is known that self-efficacy and word meaning mastery are important factors that can improve students' speaking skill. Those two factors cannot be ignored and should be improve in increasing students' speaking skill.

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The writer realizes that this thesis is far from perfection but he hopes that this thesis will be useful for the readers and for those who learn English.

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A.C.I

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